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The findings reported in this article are presented in two sections: "Motivations for Becoming a College Teacher" and "Appraisals of This Career Choice." Both sections draw upon findings in a questionnaire study of 706 faculty members in 32 Minnesota institutions, including 11 junior colleges, 15 private liberal arts colleges, 5 State colleges, and the University of Minnesota. The discussion gives primary emphasis to opinions and attitudes expressed by 87 randomly selected respondents in interviews held some months after these faculty members, along with 619 colleagues, had filled out a 4-page questionnaire. "Taking an overall view of the satisfactions and dissatisfactions expressed by these faculty members, it appears that most college teachers are reasonably well satisfied with their profession and that the vast majority would again choose the field, given an opportunity to review their decision."

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College Faculty Members View Their Jobs

By RUTH E. ECKERT, JOHN E. STECKLEIN, and H. BRADLEY SAGEN
University of Minnesota

At a time when American colleges and universities must recruit thousands of new staff members, it is important to know why present faculty members chose this career, how they prepared themselves for it, and what satisfactions and dissatisfactions they find in it. If this information is gathered and analyzed, and if its full implications are taken into account, the recruitment effort can be truly effective. As a bonus, both the new teachers and the present faculty members can have the opportunity to make their best professional contribution.

The findings reported in this article are presented in two sections: **Motivations for Becoming a College Teacher,** and **Appraisals of This Career Choice.** Both sections draw upon findings in a questionnaire study of 706 faculty members in thirty-two Minnesota institutions, including eleven junior colleges, fifteen private liberal arts colleges, five state colleges, and the University of Minnesota. The discussion gives primary emphasis, however, to opinions and attitudes expressed by eighty-seven randomly selected respondents in interviews held some months after these faculty members, along with 619 colleagues, had filled out a four-page questionnaire.

That questionnaire was designed to explore faculty members' reasons for becoming college teachers, their preparation for this service, their current job activities, and their appraisal of college teaching as a career for themselves and for others. Keen interest in these questions was shown by a 94 per cent return from the 25 per cent stratified random sample of full-time teachers chosen for this phase of the study.[1]

[1] Stecklein, John E. and Eckert, Ruth E. *An Exploratory Study of Factors Influencing the Choice of College Teaching as a Career.* Bureau of Institutional Research, University of Minnesota, January, 1958. This study was conducted under a grant from the Cooperative Research Program, U. S. Office of Education.

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Use of Interview Approach

Each faculty member was interviewed on his own campus and in his own office if it afforded sufficient privacy. Following these discussions, which typically lasted an hour, the interviewers tape-recorded their notes to provide a full record of the conferences. Two other individuals later read each interview transcript twice to assess its general quality and to identify fresh ideas or interpretations.

These interviews had certain unique advantages for the study. First, they permitted some probing of the individual's underlying motivations in becoming a college teacher. Instead of giving hurried first impressions, as some respondents are apt to do on a printed form, the interviewees had time to reflect, and when skillfully questioned, to recollect happenings and attitudes that helped to shape their decisions.

The interview approach also helped in drawing out occasional apprehensive or hostile subjects. A few teachers had apparently viewed the questionnaire with some suspicion, as perhaps a veiled means of assessing staff attitudes toward local administrators, but in the face-to-face situation they were quite willing to talk freely. Certain other faculty members, proud of having been included in the interview sample, stated their ideas more fully than might have been expected from their brief replies on the questionnaire.

The interviewers were also free to follow the subject's thoughts as he expressed them without any limitation beyond relevance to the problem. Whereas questionnaire items must be constructed from previous information and hypotheses, the interview is not hindered by these restrictions. Although the interviews do not substitute for the earlier quantitative analysis, they were an excellent medium for gathering impressions and generating hypotheses that can be tested in future studies.

I. Motivations for Becoming a College Teacher

Replies to the questions probing these individuals' earlier views of college teachers, and the personal interests and circumstances that shaped their career choice, showed wide differences in how these faculty members were recruited.

Undergraduate Conceptions of College Teaching

Efforts of faculty members to recapture and state the views they had held, as undergraduates, of college teachers cannot substitute for direct study of students' concepts, but they do indicate that many college teachers did not, as students, identify themselves with this role. Some, indeed, said that they had taken "a rather dim view of college teachers":

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"I thought they were a kind of stuffy lot. . .peculiar ducks, ivory-towered and remote, and it would never have occurred to me to join the fold." (*Law*)

"During the freshman and sophomore years, I had some carry-over of the attitudes that I had had toward high-school teachers, whom I had looked upon as kind of nonentities. . . .But by junior year, as I came to know some professors well, my opinions began to change." (*Physiology*)

"Some undergraduate teachers seemed to be completely ineffectual. . . terribly dull. . . .But others seemed bright and lively, and better teachers." (*Law*)

Others had put such halos around the heads of their college teachers that they never imagined that they themselves could occupy this position:

"I had always looked up to college teachers with considerable awe, and never dreamed of aspiring to become one. . . .Most undergraduates put their professors on a sort of a pedestal, and would think it brash to consider such a job themselves." (*Industrial Arts*)

"My attitude toward academic people while I was an undergraduate was one of mixed respect, awe, admiration, and a secret desire to be like them." (*Religion*)

"High-school teaching was as much as I dared hope for at that time." (*Home Economics*)

"Perhaps I already knew, as an undergraduate, that I wanted to be a college teacher, but I was inherently too modest to believe that I had it in me to be one." (*English*)

Time of Decision-Making

These individuals typically did not choose college teaching until some years after receiving the bachelor's degree, with only 37 per cent indicating, in the questionnaire study, that they had seriously considered this field while still undergraduates. But occasional persons said that they had begun to think of this possibility even before entering college:

"The whole slant of my family was toward the teaching-preaching professions." (*Mathematics*)

"My eighth grade teacher told me that I was a good student and should look forward not only to college but to graduate work and college teaching." (*Political Science*)

The college years were the crucial ones for certain other persons, who spoke of how individual professors had influenced them to consider this field:

"When my professor of English suggested that I consider college teaching as a possible career, it was as though a light dawned, for I felt that this would coincide with my interests." (*English*)

"While an undergraduate, I made friends with a number of faculty members and was much intrigued with their life as college professors. The idea of being one came to me at that time." (*Psychology*)

"By my junior year in college, I knew some professors well and began to realize that the profession as a whole was attractive to me." (*Physiology*)

"A very dynamic chemistry professor was the most influential person in my decision to become a chemist and a college teacher. . . .He turned out or helped to produce forty-eight Ph.D's in this field." (*Chemistry*)

Usually, however, the decision came later, sometimes during the early years of graduate study, but often after years spent in other jobs:

"It was not until I was a graduate student that I felt enough identification with a professor to want to be a college teacher myself." (*Psychology*)

"When I graduated from engineering school, I took a railroading job, then received an army commission, and later worked successively on a geological survey and in a hydraulics laboratory. When the veterans' bulge came, I was asked to join the University staff." (*Civil Engineering*)

"I started out to be an engineer, then switched to law. During the depression I was invited to take a special job as a research assistant since I

[illegible]

Reasons for Choosing College Teaching

Faculty members included in the Minnesota study had selected this career for many different, and sometimes conflicting, kinds of reasons. Some reported only one major motivation; others mentioned a variety of factors, both internal and situational, that had influenced their final decision. Careful study of the interviews and questionnaires suggests that these teachers might be divided into three fairly distinct groups, based on the factors that had most strongly influenced their decision.

The first group consists of persons with strong allegiance to a particular discipline, which they felt could be best served by faculty membership. Among the 31 per cent of the present interview sample who seemed to belong in this group, these were typical comments:

"I only knew that I wanted to draw and paint and do creative things." (*Graphic Arts*)

"I had an overpowering drive to learn and to add to the world of knowledge by doing research." (*Pharmacy*)

"It was the subject of mathematics that appealed to me. . . and urged me in the direction of academic life. . . . I like teaching because it enables me to do the kind of research in which I am particularly interested, and I can have professional relations with other mathematicians." (*Mathematics*)

"I can never remember a time when I did not want to be a scientist, and particularly a biological scientist." (*Agricultural Science*)

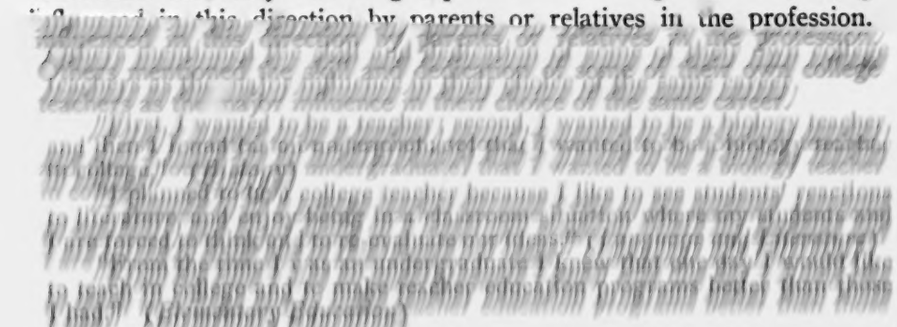
"My real goal has been the advancement of learning. . . . This means research. . . . Scholarship comes first. . . . Everything else, including teaching, is secondary." (*English*)

[illegible]

A number of these individuals—particularly the older teachers in the humanities—apparently had little choice. They indicated that, at the time they entered the profession, college teaching was almost their only real prospect of employment. Now, of course, there are multiplying

jobs in industry and government to beckon younger specialists in foreign language and allied fields.

Persons whose strong desire to *teach* in college had impelled them to enter this field, constitute a second and relatively small group, including 18 per cent of the present interview sample. A few of these individuals said they had long aspired to be college teachers, being influenced in this direction by parents or relatives in the profession.



Study of the interview records suggests that individual professors often strongly influenced students in this direction, and that this was particularly true in small Protestant or secular liberal arts colleges. There was less evidence of this influence in the larger universities or in Roman Catholic colleges, perhaps because students in these instances find it harder to identify themselves with their teachers. About 40 per cent of those who said that they had been deeply influenced by a teacher noted that this had happened during their graduate studies, sometimes when a graduate adviser had taken time to discuss the advantages of college teaching with his candidates. Opportunities for actual teaching experiences as undergraduate or graduate assistants had likewise stimulated or heightened the interest of some students in such a career.

Often it is not so much what the teacher does that sways a student in this direction as the type of person he is. One man from a small liberal arts college, commenting on the influence of one of his teachers, said: "The thing that impressed me most about this man was that he was a scholar." Another was swayed by the fact that his professor "treated him like an individual." One economics major explained that she was determined to follow her professor's example and to "get a college job where I have a chance to get to know the students," rather than be content to be "only another teacher."

One of the clearest statements of a truly teaching motivation was expressed by a man who said that he had chosen this career because of his overwhelming desire to work closely with students, and to share with them his enthusiasm for, and knowledge of, the subject matter at hand; one of the prime functions of a teacher is to arouse this interest.

The final group, which included half (51 per cent) of all these faculty members, had never really aspired to be college teachers, and found themselves in this career largely as a result of chance happenings:

"I got into the field entirely by accident." (*Pathology*)

"I'm not at all sure that I would have tried college teaching except for these rather unique and fortuitous circumstances." (*Law*)

"I was in a high school that also housed a junior college, and began to [illegible] From that I 'drifted' over to college [illegible]" (*Mathematics*)

[illegible]

Like a number of other faculty members, one home economics teacher at the University said that she had never thought about college teaching until, as a high-school teacher, she had received a letter offering her such a job. A man now teaching education courses in a private college reported that he had been recruited while he was visiting his brother who was on the staff. Similarly, a high-school mathematics teacher, who often used the library of a small private liberal arts college, was spotted by a department head who needed a man in his particular area. Sometimes the person accepted the offer largely because of his high regard for the individual extending the invitation. It was interesting to note how many of these people whose entry to the field was rather accidental had achieved first a person had to have a Ph.D., or at least something very close to it to enter college teaching.

[illegible]

Although almost all of them expressed considerable interest in a particular subject, they seemed to have had little specific idea of how they might capitalize on it vocationally. Some of them were, therefore, not hired away from another job, although they would have undoubtedly gone into some other line of work, had not a college teaching job been

offered. Noti. g the number of people who are drawn into college teaching rather accidentally, a professor of educational administration said:

> "If we ever hope to fill our recruitment goals, we cannot wait for people to come to us, but should go out instead and offer jobs and persuade people to change. . .to college teaching, and make the offer attractive enough to win them over."

Implications

One major finding from the present analysis of faculty members' motivations is that there seems to be no such person as *the* college teacher. This does not mean that college teachers cannot be distinguished from the general population in certain respects, but the variation among such teachers in interests, outlooks, motivations, and basic values is impressive. In recruiting candidates to this field, it is clearly not safe, therefore, to assume that prospective college teachers will respond to the same kinds of career appeals. Rather, the present findings point up the need for personalizing recruitment and retention procedures—a task that will require penetrating studies of the dynamics of career choices in this field.

The fact that many individuals choose to be college teachers because of their deep interest in a particular subject suggests the importance of stressing this aspect in future recruitment efforts. People who are achievement-oriented and want to continue scholarly work in a particular discipline must be helped to see that college teaching affords the best means for continuing and expanding these interests. But care should also be taken to explain and clarify teaching duties, so that such a position is not viewed merely as a subsidy for continued study. Candidates should understand, for example, that in most undergraduate colleges research is considered the "dessert" rather than the "main course" in the life of a teacher.

The decision of numbers of other persons to join college faculties because of their primary interest in teaching suggests the role that superior school or college teachers may play in recruitment. Education as a profession needs to be strongly emphasized at all levels, and undergraduate teachers can assist in this effort by providing intellectually challenging classes and by encouraging their ablest students to explore their own interests and talents for teaching. Graduate professors also have an important role to play, and might learn how to use teaching assistantships and internships more productively in developing such interests.

The large number of people who characterized their entry to this field as accidental underscores the need to challenge promising students who are apparently bound for other careers, or who are still undecided

about their life-work. The evidence of "drift" revealed in the present study is so overwhelming as to call for a concerted effort, in every college and graduate school, to stimulate outstandingly able students to consider career opportunities in college teaching. If proper recruiting procedures had been used, many who came into the field more by chance than by clear design might have reached an earlier decision and prepared better for their faculty responsibilities.

The above findings suggest that the task that colleges face in recruiting good candidates is even greater than the staggering figures on needed faculty may suggest. Although occasional professors had made valiant efforts to reproduce their kind, few of those presently on the staff had been deliberately recruited to the field. Many more are now teaching in college because of the dearth of other job opportunities during depression years, or because colleges had raided high-school staffs or the ranks of professional practitioners to get the teachers they needed. Such opportunistic bargaining may once have sufficed to fill college posts, but it cannot supply the great number of competent teachers needed in the decade ahead. Without clear and effectively implemented policies for staff procurement, the flood-tide of students will arrive at college gates but not the teachers qualified to instruct them. And it is such "scholar-teachers" who alone can give meaning and significance to the American people's insatiable desire for more education.

II. Appraisals of This Career Choice

Although several studies suggest that college teachers generally like their work, little has been known about their specific job satisfactions. The findings set forth in this section indicate the varied satisfactions and dissatisfactions of these Minnesota faculty members, and point to certain wider implications.

Satisfactions of College Teachers

Running throughout the replies, both on the questionnaires filled out by 706 faculty members and in the later interviews conducted with 87 randomly selected respondents, were many comments reflecting the strong feeling of pride that most participants had in being college teachers. It was interesting to note (*see Table 1*) that the largest number of reasons given for liking this field centered around *the nature of the work* that college teachers do, indicating that the job itself is usually intellectually challenging and satisfying. Next frequently mentioned were favorable *conditions of service,* including flexible teaching schedules, pleasant associates, and longer summer terms for study and travel. Least

often cited were *tangible rewards* for such service—salaries, tenure arrangements, and various fringe benefits.

Expanding on these values in the interview situation, faculty members illustrated why they like college teaching and hope to continue in it. Some expounded the advantages of the scholarly life, with the opportunities this may afford for continuing study and reflection. Typical of this group were the following statements:

"I am tremendously fond of learning, and this is one situation where a person can do what he wants to do and still earn a living." (*English*)
"I like all the time to be learning things." (*Forestry*)
"The teaching life is terrific, including the stimulating contacts one has, the flexibility of scheduling one's own activities." (*Chemistry*)
"One exceedingly important advantage is that a person has control of his own time and therefore has a chance to contribute to his field through research." (*Pharmacy*)

Others cited major satisfactions that had come to them from working with students. Many teachers remarked that "college students, faculty, and administrators are stimulating company." Others like "working with the best of our potential leaders," and "the stimulus that comes from association with young and active minds." Some persons who entered the profession in order to continue study and research in their particular field reported that, unexpectedly, their main satisfactions now center in teaching and working with students. Note a typical comment:

"At the beginning of my career, I was doing the teaching for the sake of being in a position where I could do research; now I feel that I do some research in order to stay in teaching." (*Modern European History*)

A number of faculty members commented on their particular liking for college-age young people, sometimes contrasting these students with the adolescents they had earlier taught in high school. They declared their preference for students of greater ability and maturity:

"I like to teach young people of college age, for their patterns of thinking are not set yet. . . .I am trying to make them more argumentative." (*Classics*)
"I like the maturity of college students. One can kid with them outside of class and yet when one closes the rehearsal door and indicates that it is time to do some serious work, everyone settles down." (*Music*)
"I like to see freshmen, sometimes with tremendous prejudices, mellow and grow more philosophical as they get more information. . .about the world and their responsibilities." (*English*)
"I enjoy teaching freshmen. . . .I like them as people and like especially their freshness of approach to life." (*Biology*)
"Beginning students are more excited about their work in college, so they are fun to work with. Upperclassmen are harder to challenge." (*Art*)

Other college teachers emphasized the social values of teaching, pointing out how much it meant to invest their lives in something of permanent worth and significance, aimed at improved human living.

TABLE 1
MAJOR SATISFACTIONS OF A COLLEGE TEACHING CAREER*

Types of Satisfaction	*Faculty in 4-Year Colleges (N=576), Per Cent*	*Faculty in Junior Colleges (N=130), Per Cent*
Nature of the Work		
Association with college-age students	30.6	33.1
Helping young people grow	17.1	19.3
Observing students' growth and success	20.8	25.4
Transmitting knowledge	8.7	6.2
Working and studying in own field	18.6	21.5
Opportunities to influence young people	6.1	9.2
Sheer enjoyment of teaching	7.1	1.5
Range and variety of activities	1.6	0.8
Others	2.6	2.3
Working Conditions		
Able and well-motivated students	11.8	22.3
Fine colleagues and administrators	25.0	13.8
Intellectually stimulating associations	28.8	26.9
Opportunities for research	8.7	0.8
Opportunities to attend professional meetings	1.0	0.0
Desirable environment	7.1	1.5
Freedom and independence in work	16.7	15.4
Others	6.4	3.1
Appreciations and Rewards		
Security (salary, tenure, etc.)	1.4	1.5
Prestige or general recognition	4.3	4.6
Sense of social usefulness	8.8	8.5
Appreciation expressed by students	3.0	3.8
Recognition by administrators	0.4	0.0
Personal satisfaction	4.5	7.7
Others	0.0	0.8

* Based on free-response comments of the 706 participants. Each person indicated two or three major satisfactions experienced in his faculty service, with the replies categorized later.

"My greatest satisfaction lies in work with students, for through them I am able to communicate with society." (*Political Science*)

"I am in a better position to influence the profession of veterinary medicine by being a faculty member than a private practitioner." (*Veterinary Medicine*)

"It was not the contemplative life of the scholar that got me into teaching but rather the opportunity to do something practical about improving the profession and training better lawyers." (*Law*)

"You can leave more for posterity if you are a teacher than from any other occupation." (*Civil Engineering*)

Many faculty members also spoke appreciatively about the fine colleagues they had, sometimes pointing out that they had not realized, until after they actually got into the field, how great a source of satisfaction the academic community itself would be. Repeatedly they remarked about "the companionship offered by the faculty," observing that "this intellectual comradeship far exceeds that possible in business or

industry." College communities were also valued as "a nice place to bring up the kids."

One major satisfaction, which was noted more frequently in the interviews than the questionnaire returns, had to do with the freedom and independence college teachers enjoy. College teaching may be one of the last strongholds of the so-called "rugged individualist," affording a greater measure of autonomy than most other professional and managerial jobs; persons who had been in the field for some years seemed to value this fact particularly. Next to having no immediate "boss" and being free to schedule one's own time, an important specific consideration was the nine-month year, affording opportunities for travel and independent study. Many faculty members were quite expressive in discussing such advantages:

"I can be more creative in a college teaching job than stuck in an office. I need time to think." (*Chemistry*)

"You don't have to contend with the parents or school board officers; there is much more freedom of speech and operation." (*Education*)

"You can drop a piece of research when you get bored." (*Mechanical Engineering*)

"The only people who can afford to be eccentric are the rich and the college teachers." (*English*)

"This is one of a few professions where you can be extremely creative on your own. No one is cracking a whip over you." (*Psychology*)

The interviews corroborated certain institutional differences in patterns of satisfaction which had been suggested in the questionnaire replies. Faculty members in small colleges, for example, were more likely to emphasize teaching as a means of "making a contribution to society" than were teachers in the larger institutions. University staff, on the other hand, seemed to be more concerned with the advancement rather than the communication of knowledge—in other words, with research rather than teaching. As one university professor noted, "It is the possibility of doing research that keeps people in teaching rather than industry." Many of the interviewed faculty would agree with the man who urged each college to clarify and pursue singlemindedly its ideal of education:

"It may well be that certain types of institutions *should* develop a program of faculty recruitment principally on economic attractions. Others should reaffirm as vividly as possible that learning is delightful in itself, or that religious factors override all others in importance." (*Music*)

Other satisfactions seem to center in the particular college or community in which the individual worked. Teachers in small towns generally liked this kind of atmosphere, often commenting enthusiastically on the richer campus life, the "nearness of woods and lakes," and "the excellent hunting and fishing" these provided. In contrast, faculty members on the main campus of the University of Minnesota often cited the

excellent libraries and cultural facilities of the University and Twin Cities area. One surprising finding was that many teachers preferred metropolitan areas because they "didn't feel that they were being watched." Evidently they perceive a college teacher in a small town as being too much in the public eye, much like the minister or high-school teachers.

Church-related institutions held special attractions for a good share of their staffs:

"I like to watch the maturing and general development of students from a spiritual as well as an intellectual point of view." (*Sociology*)

"To me college teaching is essentially a religious career because one is leading students to search for and find truth in all the liberal arts, and ultimately this can be done only with a religious perspective." (*History*)

"My greatest satisfaction comes in seeing students and graduates exert a real Christian influence through their work and community activities." (*Business Education*)

The teaching of teachers seemed to be a great satisfaction, almost a calling, for many faculty members in the state colleges:

"The people I work with come with a specific goal and are highly motivated—they want to be teachers." (*Elementary Education*)

"Teacher education is challenging, and fully worthy of the time and devotion it requires." (*Speech*)

Although junior college faculty members were not as generally satisfied with their careers as were teachers in four-year colleges, they often noted some compensatory advantages in teaching at this level. These included such things as "greater opportunity to counsel and to come to know students well"; "closer relationship with the local high schools and immediate community"; and "considerable freedom to function without the usual departmental hierarchy."

In summarizing how they felt about their jobs, many college teachers strongly expressed their loyalty and dedication to this career:

"The academic life is just wonderful—I like my students, I like my research, and I like to write up the results of my studies." (*Psychology*)

"I can think of no greater challenge to one's best abilities than to help college students think and decide for themselves on the great issuses facing man." (*History*)

"All my job is fun." (*Physiology*)

"I have found that all the indescribably good things about teaching are so." (*Graphic Art*)

Career Dissatisfactions

Faculty members in every type of college were principally dissatisfied with their low salaries (*see Table 2*). And when faculty members talked about financial returns, they clearly had in mind a salary that would enable them to support their families without taking on outside work. One young faculty member expressed what seemed to be a commonly

TABLE 2
MAJOR DISSATISFACTIONS OF A COLLEGE TEACHING CAREER*

Types of Dissatisfactions	*Faculty in 4-Year Colleges (N=576), Per Cent*	*Faculty in Junior Colleges (N=130), Per Cent*
Demands of the Work		
Too heavy class load	5.4	9.2
Too long hours	5.7	6.2
Too much preparation	3.0	6.9
Too much work outside teaching	6.6	14.6
Excessive committee work	4.9	5.4
Too much red tape and routine duties	14.4	9.2
No time for study	5.7	4.6
No opportunities for research	5.2	2.3
Others	4.7	5.4
Working Conditions		
Poor or unmotivated students	12.0	14.6
Poor faculty attitudes	1.2	1.5
Narrow interests of colleagues	5.0	3.1
Poor intra-faculty relations	3.5	2.3
No policy-making by faculty	4.3	3.8
Poor facilities	4.9	3.9
No opportunity to attend professional meetings	1.0	0.0
Classes too large	3.0	0.8
Others	5.2	3.8
Rewards, Appreciations		
Poor salary	47.2	43.9
Low status of profession	1.9	3.1
Inadequate appraisal of work	0.9	0.8
Little student appreciation	0.4	2.3
Little recognition for good teaching	1.2	0.8
Little appreciation of contributions	1.9	1.5
Degrees overemphasized	1.7	1.5
Stress on research too great	1.0	0.0
Slow promotions	1.6	1.5
Others	1.7	3.8

* Based on free response comments made by the 706 participants. Each person indicated two or three major dissatisfactions experienced in his faculty service, with the replies categorized later.

held view, namely, that "any concern for salary is of economic necessity, not an evidence of grave dissatisfaction with the profession." Others emphasized the injustice of such low pay:

"When I see what wealth is displayed by the families of some of our students who are paying only moderate tuition costs, I get madder than ever." (*Psychology*)

"Physics and math and chemistry teachers must devote their lives to preparing engineers for industry, who will earn several times the teacher's salary . . . .They are subsidizing industry by training the young people that industry needs to carry on." (*Physics*)

If a teacher's "pursuit of self-improvement is hampered by tight finances (the theatre ticket given up, the new book unbought) and if the course of his reflections is interrupted by the constant nagging of his budget, his effectiveness as a teacher is bound to be impaired. Further, the authority of the teacher

to a degree depends on the respect accorded him, a respect which seems to be reflected in the amount of salary society is willing to pay." (*English*)

Teachers also complained, particularly in the interviews, about the dearth of funds for research, advanced study, and trips to professional meetings, saying that this seriously handicapped them in making their best professional contribution.

A second major dissatisfaction expressed was with the heavy work load, which mortgaged hours that these faculty members sorely needed for professional study, reading, and significant non-academic interests. Some teachers cited chapter and verse, sketching in considerable detail the number and size of their classes, the multitude of extra-class duties that they were expected to perform, and the incessant demands levied against their time by community groups:

"I am spread over too many areas, and should like to specialize a little more." (*Political Science*)
"My broken schedule makes research difficult." (*Music*)
"My closest contact now with writing is in the advising of Master's theses." (*Commercial Education*)
"I have no time for contemplation, to say nothing of trying to do any writing." (*Religion*)
"It is getting unbelievably difficult to carry my total load, and I am getting tired of trying to do so." (*Psychology*)
"I feel that I am being stretched much too thin." (*Dietetics*)

It may be significant that those registering protests about their workloads were chiefly young teachers who had been assigned less attractive courses and more work because they were new on the staff. Excessive teaching loads posed such a grave problem at one institution that every faculty member put it high in his list of dissatisfactions.

Complaints about pyramiding committee and administrative duties were also registered almost everywhere, but with particular fervor at the University of Minnesota. Many teachers apparently agreed with the man who said that he should like "more time devoted to academic interests and less to making the wheels go around." In the smaller schools there was also considerable dissatisfaction with faculty meetings, frequently called "dull" and "useless."

Other complaints were directed at inadequate facilities, including "grim and dirty" faculty offices, which were occasionally contrasted with "the plush quarters of administrators," and at the dearth or total absence of clerical and secretarial help. Inadequate janitorial service also imposed a serious problem, especially for teachers who make extensive use of laboratories in their teaching. The lack of any special parking facilities for the academic staff provoked bitter criticisms in one institution, with several persons putting this first in their list of complaints.

Some dissatisfactions were also expressed with practices governing

academic promotions. The "publish or perish" theme was strongly criticized by some, while others observed that good teaching seems to be rarely identified or rewarded:

"This puts the cart before the horse. . . .If a man has to do research and publish to get promoted, then he does sloppy research or inconsequential research and bad writing. This is the principal cause for the proliferation of mediocre articles in American university circles. It takes all the fun out of it. . .and all the really good research out of it, if you *have to do it.*" (*Mechanical Engineering*)

"As long as teachers are rated and promoted salary-wise on the basis of factors other than teaching, they would be fools to waste time and effort in becoming better teachers." (*Business*)

Administrative–faculty tensions were evident in a number of institutions, with occasional faculty members affirming that "the biggest single cause of loss of strong staff is bad administration." Particular resentment was expressed about deans or department heads who "foist courses upon teachers without consultation" or who "disregard faculty wishes on important issues."

A few teachers commented on the poor quality of their students, saying that this situation detracted considerably from their own satifaction with teaching. An industrial arts teacher, for example, spoke regretfully of "the waste of time that the faculty puts in on people who shouldn't be in college at all." Others objected to "spoon–feeding" approaches and suggested that by awarding degrees to students who had taken little responsibility for their education, college teachers tend to "lower the status of the profession."

Implications

The present analysis of faculty members' reported satisfactions and dissatisfactions has yielded a mixed picture of how college teachers in one state view their jobs. In general, the perceived assets clearly outweigh the cited liabilities or deficiencies in this career—a fact which corroborates the readiness of five-sixths of these teachers to reaffirm this present career choice.[2] In addition, the reasons why these individuals entered college teaching were generally reflected in the satisfactions which they reportedly derived from it. But again there were some interesting and suggestive differences.

The new satisfactions which develop as a person continues in teaching merit study to determine whether these shifts occur because the needs which initially motivated the individual to enter the profession are not being adequately met. The dissatisfactions expressed by some of the older teachers seemed to reflect unmet needs for security and significant achievement. Since the satisfactions centering around "freedom and independ-

[2] *Op. cit.*, p. 26.

ence" had not been prominently mentioned as reasons for entering college teaching, they may have developed as a kind of defense mechanism because some other needs, such as those for prestige and scholarly accomplishment, were not adequately fulfilled.

The attractions that particular kinds of institutions have for certain staff members should likewise repay careful study. Except for the University of Minnesota, where the cultural advantages of living in a metropolitan area and having adequate facilities for research attract many people, the patterns of satisfactions experienced in particular institutions were seldom known until the individuals had been teaching there for some time. If these special advantages were effectively communicated, these institutions might recruit more and better teachers.[3]

Low salaries cause such acute dissatisfaction that they become a basic topic in almost any discussion of teachers' attitudes. A number of these faculty members pointed out, however, that the salary question is currently being pushed out of its proper perspective. As one individual stated:

"It may look to the outsiders as though college teachers are money-hungry individuals, looking for all the raises they can get. Instead, they are merely people who are trying to obtain salaries adequate to support their families without resorting to outside work."

Taking an over-all view of the satisfactions and dissatisfactions expressed by these faculty members, it appears that most college teachers are reasonably well satisfied with their profession and that the vast majority would again choose the field, given an opportunity to review their decision. Although they found many justifiable reasons for complaint, few felt that these frustrations outweighed the deep and abiding satisfaction the profession affords. The present study testifies to the strong dedication of those now teaching in college. It also points up the urgent need to give such persons—and the tens of thousands of other men and women who must be shortly recruited—full opportunity, through reasonable salaries and working conditions, to make their best professional contribution.

[3] The Bureau of Institutional Research at Minnesota is currently studying faculty members who received recent job offers and those to whom the University extended such offers, to identify factors that influenced these persons to accept or reject such proposals.